UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

DRAFT LESSON PLAN (REVISED 2021)

Candidate's name: Gabby Lombardo

Grade/Class/Subject:	Grade 1	School:	St. Mary's
Date:	March 1 2022	Allotted Time:	25-30 minutes
Topic/Title:	Chocolate Chip Math Lesson: Counting, Sorting and Introduction to Measurement		

1. LESSON ORIENTATION

Key resources: Instructional Design Map

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.
Using chocolate chips as a tangible tool, students will be sorting, counting and measuring. Lesson will fit the theme of Mardi Gas/Shrove Tuesday and will measure using a pancake template

2. CORE COMPETENCIES

Key resources: https://curriculum.gov.bc.ca/competencies

Core /Sub-Core Competencies *(check all that apply):*	*Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.*
COMMUNICATION – Communicating COMMUNICATION – Collaborating THINKING – Creative Thinking ✓ THINKING – Critical Thinking ✓ THINKING – Reflective Thinking PERSONAL AND SOCIAL – Personal Awareness and Responsibility PERSONAL AND SOCIAL – Positive Personal and Cultural Identity PERSONAL AND SOCIAL – Social Awareness and Responsibility	• Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning. • Students apply critical thinking to acquire and interpret information, and to make choices about how to communicate their ideas • Students communicate by receiving and presenting information

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); Aboriginal Worldviews and Perspectives in the Classroom

FPPL to be included in this lesson *(check all that apply):*	*How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?*
Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). ✓ Learning involves recognizing the consequences of one's actions. Learning involves generational roles and responsibilities. Learning recognizes the role of Indigenous knowledge. Learning is embedded in memory, history, and story. Learning involves patience and time. ✓ Learning requires exploration of one's identity. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	• create learning opportunities for "interdisciplinary" learning that help students "connect the dots" to understand relationship of various pieces of information and form bigger picture • Use teaching strategies that promote student engagement • Revisit concepts multiple times, scaffolding learning to deepen understanding

4. BIG IDEAS

Key resources: https://curriculum.gov.bc.ca/ (choose course under Curriculum, match lesson to one or more Big Ideas)

What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?
• Objects and shapes have attributes that can be described, measured, and compared. • Numbers to 20 represent quantities that can be decomposed into 10s and 1s.

5. LEARNING STANDARDS/INTENTIONS

Key resources: https://curriculum.gov.bc.ca/ (choose course under Curriculum)

Curricular Competencies: *What are students expected to do?*	**Content:** *What are students expected to learn?*
• Model mathematics in contextualized experiences • Visualize to explore mathematical concepts	• Number concepts to 20 • Direct measurement with non-standard units (non-uniform and uniform)

6. ASSESSMENT PLAN

Key resources: Instructional Design Map and https://curriculum.gov.bc.ca/classroom-assessment

How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?
• Assessment for tomorrow will be both summative and formative. • Summative: students are able to demonstrate their understanding of counting and sorting • Formative: they are able to develop an understanding of measurement (why we measure and getting used to unconventional manipulatives)

7. DESIGN CONSIDERATIONS

Key resources: Instructional Design Map

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.
• Allergies have been considered with this activity: chocolate chips have been bought that are nut and gluten free • Worksheet has been created with arrows in the direction that the students will measure • Students with fine motor issues can use larger manipualives if necessary. • Classroom teacher will circulate classroom and model the demonstration. EA will also be in class to support student who requires 1 on 1 support
Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*
• chocolate chips must be brought to class (being aware of allergies, chips are nut/gluten free) • chocolate chips must be proportioned for each student (being mindful of COVID) • worksheet must be created: to look like a pancake with specific arrows to demonstrate which way students will be measuring • projector is needed as students will be modelling what they see on the screen

8. LESSON OUTLINE

Instructional Steps	**Student Does/Teacher Does** *(learning activities to target learning intentions)*	**Pacing**
OPENING: *e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge*	• Recap with students what today is, ask why we celebrate shrove Tuesday. Have students tell you what they know about the day. • Recap counting, ask how we can sort (2,5,10,20s) • Model counting with hands • Have students transition from carpet to desks, have student helpers hand out worksheets	5 minutes
BODY: • *Best order of activities to maximize learning -- each task moves students towards learning intentions* • *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback* • *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* • *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations*	1. Introduce the concept of counting, sorting and measurement 2. Ask if students have ever measured anything, ask if they can make a connection to measurement (do their parents, have they seen someone measure anything) 3. Ask if they know different ways they can measure: ruler, string, hands etc 4. Bring out the chocolate chips and distribute to each student 5. Give explicit instructions about the chocolate chips: why we are using them, safety rules and keeping our hands to ourselves (not sharing with others) 6. Model activity: Have students use chocolate chips to sort to make a group of 20. pairs of 2, groups of 5 and 7. Introduce measurement: model how to measure and which way to measure. Explicit instruction on using chocolate to accurately measure length of pancake 8. Have students measure the 2 “pancakes” 9. After students measure independently ask they how many chocolate chips long is the pancake.	15 minutes
CLOSING: • *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* • *review or summary if applicable* • *anticipate what’s next in learning* • *“housekeeping” items (e.g. due dates, next day requirements*	• Ask final comprehension questions to students: why is measurement important • What did the students learn? • Is using chocolate chips a good way to measure? • Let students know they can now eat the chocolate chips, if they want.	2-3 minutes